DOCUMENT RESUME

ED 152 085 FL 009 318

AUTHOR Smith, Alfred N.
TITLE The Teaching of Spelling.
INSTITUTION Intermountain Teachers of English to Speakers of Other Languages.; Utah Foreign Language Association.; Utah State Board of Education, Salt Lake City. Div. of Technical Assistance.
PUB DATE 78
NOTE 10p.
JOURNAL CIT Utah Language Quarterly; v3 n1 and 2 p9-16 Win 1978

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Class Activities; French; German; *Language Instruction; Learning Activities; *Second Language Learning; Spanish; Spelling; *Spelling Instruction; *Teaching Methods; *Writing Exercises

ABSTRACT

This article deals with the teaching of spelling to students of foreign languages. Sample spelling exercises are given, mostly for the teaching of French. The simplest exercises involve filling in blanks with letters in response to a picture, the copying of whole words in activities such as crossword puzzles and sentences with blanks, and answering questions according to picture cues. Other exercises include arranging words into sentences, filling in blanks in dialogues, spelling out messages, and composing from columns. The most difficult exercises include written grammar, word study, and "relevant spelling" exercises. (CPM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

.9

THE TEACHING OF SPELLING

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Utah Language Quarterly

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

BY

ALFRED N. SMITH

Utah State University

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED152085

FL009318

To write is to make symbols on a page in order to represent visually the spoken language. To a foreign language student, learning to write means learning to put the right graphic symbols in the right order to form words and then to give to these words the necessary order and form to represent an idea. Writing the foreign language in this sense is restricted to a definite corpus of material with which the student has usually had some previous audio-lingual contact. The writing material is predetermined and he copies or manipulates it in a variety of ways to practice spellings and written grammatical forms.

Writing also means composition. When a student composes, he records according to an organized plan his own thoughts upon a subject using appropriate written conventions. Naturally, composition is writing at its most advanced level and is reserved for the most advanced student. The distance from simple spelling to original composition is great. To travel it requires many small steps provided by carefully graded writing activities. We will take only the first step in this article and concern ourselves only with the teaching of spelling.

Spelling exercises consist mainly of copying activities. These exercises may be a simple matter of filling in blanks. At a more difficult level they may require a combination of skills such as arranging in order a given list of words in response to questions about pictures. Below, a sample lesson in French shows a series of these exercises going from the simple to the more complicated. The lesson is on the sound-symbol relationship ch = [ʃ]. Following this lesson are examples of other exercises in other languages.

1. The first exercise involves only filling in blanks with the letters ch in response to a

A vous tous,
« Une Bonne et
Heureuse Année! »

1978 JUILLET ○ 4 h 53 à 20 h 55			AOUT ○ 5 h 25 à 20 h 28			SEPTEMBRE ○ 6 h 8 à 19 h 32			OCTOBRE ○ 6 h 51 à 18 h 29			NOVEMBRE ○ 7 h 39 à 17 h 29			DECEMBRE ○ 8 h 24 à 16 h 55		
1	S	S. Thierry	1	M	S. Alphonse	1	V	S. Gilles	1	D	S^t Th. de l'E.-J.	1	M	TOUSSAINT	1	V	S^t Florence
2	D	S. Martinien	2	M	S. Julien Eym.	2	S	S^te Ingrid ●	2	L	S. Léger ●	2	J	Défunts	2	S	S^t Viviane
3	L	S. Thomas	3	J	S^te Lydie	3	D	S. Grégoire	3	M	S. Gérard	3	V	S. Hubert	3	D	Avent
4	M	S. Florent	4	V	S. J.-M. Vian ●	4	L	S^te Rosalie	4	M	S. Fr. d'Assise	4	S	S. Charles	4	L	S^te Barbara
5	M	S. Ant.-M. ●	5	S	S. Oswald	5	M	S^te Raïssa	5	J	S^te Fleur	5	D	S^te Sylvie	5	M	S. Gérald
6	J	S^te Marietta	6	D	Transfigur.	6	M	S. Bertrand	6	V	S. Bruno	6	L	S^te Bertille	6	M	S. Nicolas
7	V	S. Raoul	7	L	S. Gaëtan	7	J	S^te Reine	7	S	S. Serge	7	M	S^te Carine D	7	J	S. Ambroise D
8	S	S. Thibaut	8	M	S. Dominique	8	V	Nativ. N.-D.	8	D	S^te Pélagie	8	M	S. Geoffroy	8	V	Imm. Concep.
9	D	S^te Amandine	9	M	S. Amour	9	S	S. Alain	9	L	S. Denis D	9	J	S. Théodore	9	S	S. P. Fourier
10	L	S. Ulrich	10	J	S. Laurent	10	D	S^te Inès D	10	M	S. Ghislain	10	V	S. Léon	10	D	S. Romaric
11	M	S. Benoît	11	V	S^te Claire D	11	L	S. Adelphe	11	M	S. Firmin	11	S	Armist. 18	11	L	S. Daniel
12	M	S. Olivier	12	S	S^te Clarisse	12	M	S. Apollinaire	12	J	S. Wilfried	12	D	S. Christian	12	M	S^te J.-F. Chantal
13	J	SS. Henri, J. D	13	D	S. Hippolyte	13	M	S. Aimé	13	V	S. Géraud	13	L	S. Brice	13	M	S^te Lucie
14	V	F. NATIONALE	14	L	S. Evrard	14	J	La Sainte Croix	14	S	S. Juste	14	M	S. Sidoine ☾	14	J	S^te Odile ☾
15	S	S. Donald	15	M	ASSOMPTION	15	V	S. Roland	15	D	S^te Thér. d'Avila	15	M	S. Albert	15	V	S^te Ninon
16	D	N.-D. Mt Carm.	16	M	S. Armel	16	S	S^te Edith ☾	16	L	S^te Edwige ☾	16	J	S^te Marguerite	16	S	S^te Alice
17	L	S^te Charlotte	17	J	S. Hyacinthe	17	D	S. Renaud	17	M	S. Baudouin	17	V	S^te Elisabeth	17	D	S. Judicaël
18	M	S. Frédéric	18	V	S^te Hélène ☾	18	L	S^te Nadège	18	M	S. Luc	18	S	S^te Aude	18	L	S. Gatien
19	M	S. Arsène	19	S	S. Jean Eudes	19	M	S^te Emilie	19	J	S. René	19	D	S. Tanguy	19	M	S. Urbain
20	J	S^te Marina ☾	20	D	S. Bernard	20	M	S. Davy	20	V	S^te Adeline	20	L	S. Edmond	20	M	S. Abraham
21	V	S. Victor	21	L	S. Christophe	21	J	S. Matthieu	21	S	S^te Céline	21	M	Prés. de Marie	21	J	S. Pierre Canis
22	S	S^te Marie-Mad.	22	M	S. Fabrice	22	V	S. Maurice	22	D	S^te Salomé	22	M	S^te Cécile ☾	22	V	HIVER ☾
23	D	S^te Brigitte	23	M	S^te Rose Lima	23	S	AUTOMNE	23	L	S. Jean Capist.	23	J	S. Clément	23	S	S. Armand
24	L	S^te Christine	24	J	S. Barthélemy	24	D	S^te Thècle ☾	24	M	S. Florentin ☾	24	V	S^te Augusta	24	D	S^te Adèle
25	M	S. Jacq. le Maj.	25	V	S. Louis ☾	25	L	S. Hermann	25	M	S. Enguerran	25	S	S^te Catherine L.	25	L	NOEL
26	M	S^te Anne, Joa. ☾	26	S	S^te Natacha	26	M	SS. Côme, Dam.	26	J	S. Dimitri	26	D	S^te Delphine	26	M	S. Etienne
27	J	S^te Nathalie	27	D	S^te Monique	27	M	S. V. de Paul	27	V	S^te Emeline	27	L	S. Séverin	27	M	S. Jean Apôtre
28	V	S. Samson	28	L	S. Augustin	28	J	S. Wenceslas	28	S	SS. Sim., Jude	28	M	S. Jacques M.	28	J	SS. Innocents
29	S	S^te Marthe	29	M	S^te Sabine	29	V	S. Michel	29	D	S. Narcisse	29	M	S. Saturnin	29	V	S. David ●
30	D	S^te Juliette	30	M	S. Flacre	30	S	S. Jérôme	30	L	S^te Bienvenue	30	J	S. André ●	30	S	S. Roger
31	L	S. Ign. de Loy.	31	J	S. Aristide				31	M	S. Wolfgang ●			Fonderie Olive - Paris	31	D	S. Sylvestre

J.A. DEMONCHAUX CO.
INCORPORATED
827 NORTH KANSAS ● TOPEKA, KANSAS 66608

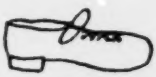
SPELLING

picture. This is a quick introductory activity to set the spelling pattern:

_ _ at

_ _ ise

_ _ ien



_ _ aussure

_ _ emise

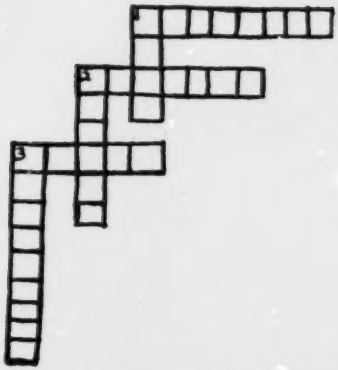
2. The next exercise requires the copying of whole words containing ch. Crossword puzzles and sentences with blanks are suitable activities:

a. Fill in the blanks by using the list of words above the sentences. The context of the sentence will tell you where to put each word.

chocolat dimanche chez
chance Michel

1. Vous n'avez pas de _____ aujourd'hui.
2. J'aime la glace au _____.
3. Nous allons _____ Philippe.
4. C'est aujourd'hui _____.
5. Qui est-ce? C'est _____.

b. Crossword puzzle



Horizontalement

1. Je n'aime pas la glace au _____.

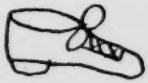
2.

3.

Verticalement

1. Michel va _____ Marie.

2.

3. 

3. In this exercise students answer questions according to a picture cue. The answers are given in a list of reference sentences which the students copy.

11

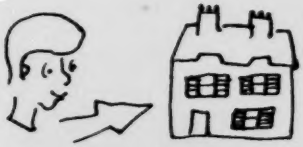
Smith

Que fait Michel?

1.

2.

3.

4. 

List of answers:

Michel achète une chemise.
Michel va chez Chantal.
Michel cherche son chat.
Michel choisit les chaussures blanches.

4. The students have a list of words containing the spelling item. They copy these words by arranging them in order to make sentences. Although this is still a copying exercise, it requires a knowledge of syntax and the agreement of various forms.

la	sont
chaussures	les
sous	chaise

(Les chaussures sont sous la chaise.)

chère	est	trop
chemise	cette	

(Cette chemise est trop chère.)

The indiscriminate copying of dialogue sentences is hardly a well-organized spelling lesson. The spelling presentation should be timed so as to come several days after the drilling of sound-symbol correspondences in the reading stage. It is important to remember that reading and writing a r e quite different skills. The student should always be given adequate practice in recognizing the sound-letter relationships to identify words (a phase of reading) before he is asked to write down the letters in the spelling of these words (a phase of writing). In the beginning, copying should

center around sentences (from the dialogue or from basic sentence presentations) which contain specific spelling problems. As the student learns the spelling patterns by copying these sentences, he acquires incidentally the spellings of other words which are not a part of the lesson but which may be used as key words in future lessons on other patterns.

OTHER SPELLING EXERCISES

Filling in blanks and copying words and whole sentences can be a dull, useless activity if students are not made aware of the spelling problems as they copy. The following exercises are designed to focus the students' attention on key spelling points and to give more meaning to copying.

1. *Fill-ins.* In preparation for a dictation on several dialogue sentences, it is customary to ask students to copy the sentences a number of times. There is a danger in this procedure. Students can make errors while copying. With each copy they reinforce the error. A fill-in exercise is one way to control this problem. Students must look at and copy specific letters. In this way they notice letter order and peculiarities which sometimes escape them when copying whole words and sentences. Read the dialogue and fill in the missing letters.

Buenos días.
¿Cómo está usted?
Estoy bien, gracias.

B _ _ n _ _ d _ a s.

¿ _ ó _ o e _ t _ u _ _ e _?

_ s t _ _ _ _ en g _ _ _ _ as.

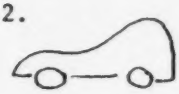
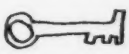
2. *Spelling out words with missing letters.* Students can spell out other words and messages by supplying the correct missing letters in familiar words. Here is an example in French:

s e _ t 1	_ u c e t t e 6
c _ a i e 2	t e m p _ 7
f _ n t 3	c o m m _ n t 8
n e u _ 4	r o _ g e 9
b i _ n 5	t _ _ o i s 10

The word spelled out by using the missing letters is:

p	r	o	f	e	s	s	e	u	r
1	2	3	4	5	6	7	8	9	10

In the French example below the name of a student in the class is spelled out by supplying the missing letters in the words of objects represented by pictures.

1. _ a c = S
2.  a u _ o = t
3.  c l _ = é
4. _ o m m e = p
5. c _ a p e a u = h
6. c _ g e = a
7. j o u r _ a l = n
8. t r o _ s = i
9. g a r a g _ = e

3. *Spelling out messages*. The circled letters in this exercise spell out a message that all students of French are glad to see. These sentences come from familiar dialogues and the missing words are usually obvious to the students. The spellings, however, are not always so obvious. This is an enjoyable exercise for students to check spellings. The students write in the missing word (given in parentheses here, but not on the students' paper). They place the circled letter in the appropriately numbered blank below. A message is spelled out for them.

1. Si on allait faire une (O)_ _ _ _ _ _ _ _ _? (promenade)
2. Ça ne _(O)_ _ rien. (fait)
3. Je n'ai _ _(O) d'argent. (pas)
4. Qu'est-ce que tu as l'intention(O)_ faire? (de)
5. J'ai _ _ _ _(O) d'aller au cinéma. (envie)
6. Allô, _ _ _ _ _ _(O)? Veux-tu aller en ville? (Bernard)
7. Bien, à tout à l' _(O)_ _ _. (heure)
8. Ton père a bien une (O)_ _ _ _ _ _ , n'est-ce pas? (voiture)
9. J'ai _ _ _(O)_ _ quelques francs. (encore)

10. Oui, _ _ O est à l'appareil? (qui)

11. On peut en _ _ _ _ _ _ O. (acheter)

12. Il n'y a presque plus d' _ _ O _ _ _ _. (essence)

1 2 3 4 5 6 7 8 9 10 11 12

4. *Pyramids*. Students find the words in the dialogue or basic presentation that build the pyramid. The first number indicates the number of the letter in the above word. The second number indicates the place of that same letter in the new word.

Aufgabe fünf:
Die Studenten arbeiten.

A: Wo sind Götz und Grün?
B: Sie schreiben einen Aufsatz.

A: Für wen schreiben sie denn den Aufsatz?
B: Für Professor Schön.

w o
1 2

1-1 _ _ _
3-3 _ _ _ _
2-2 _ _ _ _ _
1-7 _ _ _ _ _ _ _
1-1 _ _ _ _ _ _ _
6-6 _ _ _ _ _ _ _ _
2-2 _ _ _ _ _ _ _ _ _
2-4 _ _ _ _ _ _ _ _ _

SENTENCE COPYING

Sentence copying involves rewriting sentences from dialogues or reference lists. These exercises are designed primarily for the purpose of practicing spelling and word order.

1. *Composing from columns*. In this exercise students are asked to make up 5 - 10 different sentences. In every sentence they must take a word from each column. These words must fit together grammatically.

1	2	3
Sur	ce	bibliothèque
Dans	cette	carafe
	cet	corbeille
		table
		plat
		bouteille
		verre
		aquarium

4	5	6
il y a	des	lait
	du	poissons
	de la	fromage
	de l'	viande
		livres
		pain
		eau

2. *Picture cues*. Students reconstruct dialogue lines under pictures which portray the dialogue. They write the time of day depicted by clock faces. They write answers to questions based on pictures.

3. *Ordering*. Dialogue or narrative sentences are in a reference list in mixed order. Students write them in correct order.

4. *Corrections*. Students rewrite a false statement making it true (based on a dialogue, a narrative, a vocabulary list, etc.).

WRITTEN GRAMMAR EXERCISES

Words appear in different forms. These forms indicate the relationships that exist between words in the sentences which they make up. To practice the spellings of grammatical endings the student needs still another kind of writing exercise. There are the usual fill-in type activities where students complete blanks with appropriate verb endings, articles, and pronouns. The exercises below illustrate more difficult manipulations.

1. *Replacement*. An underlined word is replaced by a word which requires changes in other parts of the sentence.
Der student ist ein guter mensch.

(studentinen)

2. *Rewriting with multiple substitutions*. A model sentence is given. A list of lexical substitutions is placed under it. A new sentence using the structures indicated in the model is to be constructed with the new lexical items.

Pierre est parti en juin.
jeunes filles
revenir
printemps

3. *Paired sentences*. Students see two groups of sentences. They are to write the fourth sentence making the same changes which have been performed on the second sentence.

Ellos veían los toros.
Él veía el toro.
Ustedes veían los puentes.

WORD STUDY

The understanding of the meanings and uses of prefixes and suffixes can help students recognize word derivations and write their correct spellings. Here is an exercise in French which involves explanation and then practice:

Explanation: To form the opposite of a word, the negative prefixes in- and im- can be used: inactif, impossible. The prefix im- is used before words beginning with p or m. Before p, im- is pronounced [ɛ̃]. Before m, im- is pronounced

SPELLING

[im]. The prefix in- appears before words beginning with vowels and consonants other than p, m, r and l (ir- is used before words beginning with r and il- is used before words beginning with l). Before vowels, in- is pronounced [in]. Before consonants, in- is pronounced [ɛ̃]. Make antonyms by placing im- or in- before the following words. Then circle the pronunciation which the prefix represents.

actif'	inactif	[ɛ̃]	([in])
justice	injustice	[ɛ̃]	[in]
moral	_____	[ɛ̃]	[im]
stable	_____	[ɛ̃]	[in]
parfait	_____	[ɛ̃]	[im]
direct	_____	[ɛ̃]	[in]
mobile	_____	[ɛ̃]	[im]

RELEVANT SPELLING

Spelling is more meaningful if it has some personal significance. It is always desirable to give the spelling exercise a context which will add interest to it for the individual student. Here are some suggestions:

1. Spell the foods you like best.
2. Spell the adjectives which describe your best friend.
3. Spell your favorite activities (action words - verbs).
4. Spell the name of a present you would like to receive.

It is often assumed that students of foreign languages learn to spell by osmosis. They pick it up as a by-product of reading, pronunciation and grammar study. Spelling is a specific skill which requires systematic teaching and practice. Start teaching spelling and see if reading, pronunciation, and grammar don't improve as a result.